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Grade 5

Catholic School Version

Curriculum Handbook for Parents

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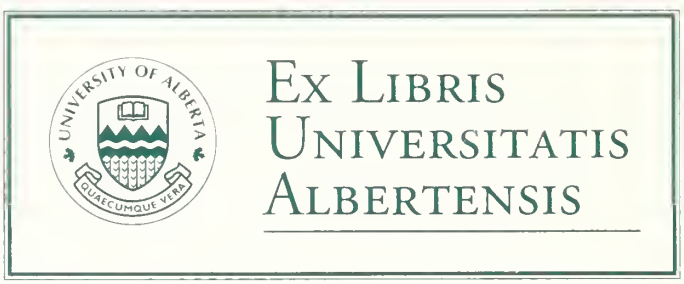
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GRADE

Curriculum Handbook for **Parents**

Catholic School Version

2010–2011

This Curriculum Handbook provides parents with information about the Grade 5 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a questionnaire.

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at http://education.alberta.ca.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll-free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://lrc.education.gov.ab.ca/pro/default.html

Telephone numbers referred to in this handbook can be reached, toll-free inside Alberta, by dialling 310–0000.

Arts, Communications and Citizenship
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Digital Design and Resource Authorization
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Distributed Learning
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: DLB.General@gov.ab.ca

First Nations, Métis and Inuit Services
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: FNMIServices@gov.ab.ca

French Language Education Services
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: LAcontact@edc.gov.ab.ca

Mathematics and Science
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@education.gov.ab.ca

Special Education Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: Special.Education@gov.ab.ca

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Message from the
Minister of Education

As we look forward with excitement to the possibilities and opportunities of another school year, it is important to take some time to review what our students will be learning, and to make sure that all of us are prepared to ensure every child can find their passion and fulfill their potential.

Through our community engagement initiatives, such as *Inspiring Education* and *Speak Out,* I have spoken with thousands of Albertans in our communities about education, its role in our lives and what we want it to do for children and youth, now and in the future.

It's quite clear that Albertans value their education system and understand that it is the foundation for the future economic prosperity of our province. However, we must continue to build on our tradition of excellence. To do that, we need a new approach to education. We need transformative change.

Just as you are looking at what your child will be learning over the next year, we are examining how we teach our children and what they will learn. Now, more than ever, we are able to take a big-picture, long-term view of what education needs to be. We are looking at how we can improve learning outcomes rather than simply using the same curricula in a different way. We are transforming our education system to embrace optimism, passion, talent, curiosity, creativity and intelligence.

Parents play an integral role as agents of change in their children's education by providing them with the encouragement and support they need to succeed academically. It is clear that students benefit when parents are actively engaged in their children's learning because together, both have a solid understanding of the tasks, challenges and rewards offered through our programs of study.

I hope you will also look at the many other learning opportunities that are available for your child outside of their schooling. Libraries, community and recreation centres, service organizations and mentors all enrich young peoples' learning and build on the lessons they learn at school.

This curriculum overview is a valuable resource that will answer many questions you may have about what your child is learning. I also hope this publication will create an opportunity for open dialogue between you, your child and his or her teacher regarding curriculum outcomes and expectations.

I encourage you to take the time to read through this resource. I wish you and your child every success this school year.

Dave Hancock, Q.C.
Minister, Alberta Education

Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I wish to express my appreciation to the Government of Alberta and Alberta Education for providing you this updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

You, parents, are the first and primary educators of your children especially with regards to education in the faith. By ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities you are a powerful witness for your children. The role of the parents is vital in providing the best possible education for our children.

When you enroll your children in a Catholic school you can be assured of our support in your role. I encourage you to work closely with the school by joining your local school councils or parent groups. You can assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of our schools. In this way, you will share in the central mission of the Church, which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

We commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education program approved by the Canadian Conference of Catholic Bishops.

May their use be a source of growth in faith, hope and love in all of our communities throughout Alberta.

Sincerely Yours in Christ,

Bishop Frederick Henry
Diocese of Calgary
Education Liaison, Alberta Conference of Catholic Bishops

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http://archive.org/details/cathcurriculhandg511albe

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* are designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Finding Information

Parents can find information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.

http://education.alberta.ca/parents/resources/handbook.aspx

- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions and in French. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/parents/resources/summaries.aspx

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://education.alberta.ca/teachers/program.aspx

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the **Programs of Study** to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

http://education.alberta.ca/apps/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://education.alberta.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork and help with homework when you can.
- Help your child set realistic goals and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*— Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://learnalberta.ca

- *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca

- *TELUS 2Learn* Web site—An education/business partnership that provides Internet in-service, support and information for Alberta teachers, students and parents.

Information Regarding the *Alberta Human Rights Act*

On September 1, 2010, section 11.1 of the *Alberta Human Rights Act* comes into force. This section requires boards (including charter schools) to provide parents with notice where "courses of study, educational programs or instructional materials, or instruction or exercises … include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation." Where a parent makes a written request, teachers shall exempt the student, without academic penalty, from such instruction, course of study, educational program or use of instructional material. These requirements do not apply to incidental or indirect references to religion, religious themes, human sexuality or sexual orientation. For more information, refer to the *Guide to Education: ECS to Grade 12*.

In Grade 5, students study required subject areas. Optional subject areas may be available at the local school. Students have access to a minimum of 950 hours of instruction each school year.

Overview

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 5 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working toward achieving.

View the programs of study at http://education.alberta.ca/teachers/program.aspx

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

Purchase programs of study from the Learning Resources Centre (LRC). Order online at http://lrc.education.gov.ab.ca/pro/default.html

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or for purchase from the Learning Resources Centre (LRC).

GRADE 5: REQUIRED SUBJECT AREAS

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills
- Art and Music

Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

GRADE 5: OPTIONAL SUBJECT AREAS

- Drama
- Languages★

★ Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 5 Religious Education Program seeks to assist students in understanding more fully what the Church does as it gives witness to Jesus in the Spirit. It focuses on how the Church is a gathering, a communion of people from all nations in and through the Spirit of God. In the Church, the Lord Jesus is visible, active and present in the power of the Holy Spirit. Jesus rekindled the hope and vision of God's chosen people, and the Church continues the ancient promise of God to gather and assemble a community of believers.

Students explore these themes through the study of 10 units:

Unit 1
The Church proclaims the Good News.

The students recognize that we are made and chosen by God and are called to lasting friendship with Him. They reflect on God's dream to gather all people as one. We are called by the Spirit into community and are gathered in the name of Jesus.

Unit 2
The Church believes in the Lord Jesus.

The students explore the Acts of the Apostles and see the development and growth of the early Church. They discuss and learn the steps of Christian initiation—Rite of Christian Initiation of Adults (RCIA), baptism, confirmation and eucharist.

Unit 3
The Church celebrates God's mighty deeds.

The students are invited to deepen their sense of belonging to the community of praise. They explore the structure of the eucharist, plan a eucharistic celebration and are invited to celebrate the eucharist.

Unit 4
The Church expects the coming of the Lord.

The students experience the season of Advent as a season of hope through Isaiah, John the Baptist and Mary. They learn to pray with Mary and the Church.

Unit 5
The Church welcomes all nations.

The students celebrate Epiphany as God calls all people of all nations. They hear God's call in Scripture through Abraham, Moses, Ruth, Naomi and Jonah. They learn about the Church in Canada and in their own diocese and parish.

Unit 6
The Church acts justly.

The students discover what it means to act justly—to respect and be of service to others, to respect all of creation and to have compassionate regard for the disadvantaged.

Unit 7
The Church reconciles.

The students explore the Church as an agent of God's reconciliation in the world. They explore the concepts of the mystery of evil, sin and temptation. Through prayer and activity, the students reflect on Lent as preparation for Easter. They explore the relationship of baptism and eucharist to reconciliation and learn about the sacrament of reconciliation.

Unit 8
The Church loves.

The students look at how God's love is active in the Church, and they reflect on the Church's mission as one of love and service. Through parables and stories of Jesus' miracles, they discover how Jesus reveals God's love. They deepen their understanding of the Chrism mass, the passion of Jesus, the Easter Triduum and the sacrament of Holy Orders.

Unit 9
The Church rejoices.

The students reflect on what it means to be an Easter people and celebrate the risen Jesus through sign, symbol and story. They explore the sacraments and rites of the Church. Through story and research, they discover the work and life of Canadian martyrs and how Canadians have been changed by the risen Lord.

Unit 10
The Church witnesses.

The students explore the structure and marks of the Church. Through the missionary journeys of Paul, they reflect on the Church's witness to God's gracious purpose and love throughout the world. The students celebrate their being sent forth as Church.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, ritual action, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://education.alberta.ca/teachers/program/ict.aspx

ICT is learned most effectively in the context of subject areas, therefore, the ICT curriculum is best infused within the teaching of other programs of study such as language arts, mathematics, science and social studies. Through ICT, students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life.

ICT learning outcomes have been established for each division. The following is a sample of the Division 2 learning outcomes that students are expected to meet by the end of Grade 6.

Communicating, Inquiring, Decision Making and Problem Solving

- access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)
- select and use technology to assist in problem solving

Foundational Operations, Knowledge and Concepts

- identify and apply techniques and tools for communicating, storing, retrieving and selecting information
- examine the environmental issues related to the use of technology

Processes for Productivity

- edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style
- navigate through a document that contains links to locate, copy and then paste data to a new file

First Nations, Métis and Inuit Education

http://education.alberta.ca/teachers/fnmi.aspx

http://education.alberta.ca/teachers/fnmi/policies.aspx

First Nations, Métis and Inuit peoples throughout the province have indieated they want their ehildren to eomplete regular sehool requirements and aehieve the same standards as set for all students in Alberta. Alberta Edueation shares this goal with parents. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information.

To support the learning of First Nations, Métis and Inuit students, sehools are eneouraged to use learning resourees that include First Nations, Métis and Inuit perspeetives. All students in Alberta need to understand and be aware of First Nations, Métis and Inuit history, eulture, lifestyles and heritage. First Nations, Métis and Inuit (FNMI) perspectives are infused into the existing Kindergarten to Grade 12 programs of study. Student and teacher resourees have been developed by Alberta Edueation to support the inelusion of FNMI eontent in teaehing and learning.

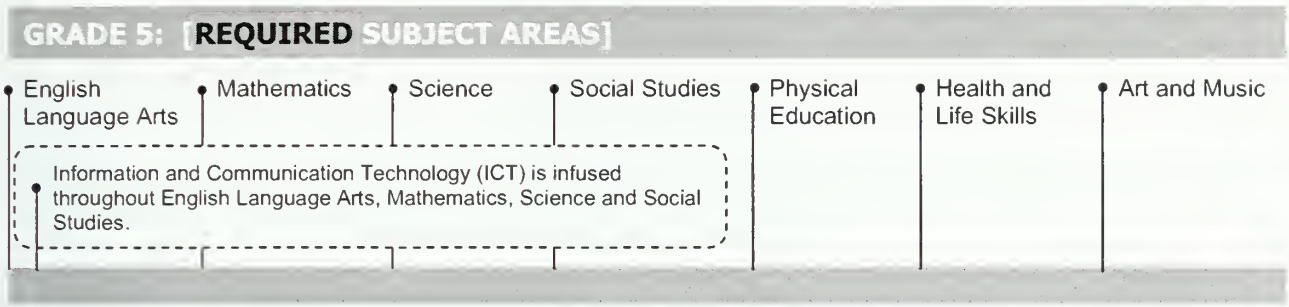
Both provincially and loeally authorized Blaekfoot and Cree language and culture eourses are offered in the provinee.

English Language Learners

http://education.alberta.ca/teachers/program/esl.aspx

Many ehildren born in Canada have a first language other than English and many students move here from eountries where English is not the primary language. These English language learners require English as a seeond language (ESL) programming and supports to aehieve grade level expeetations in all subjeet areas.

The **required subject areas** are the foundation of the elementary program.


GRADE 5: [REQUIRED SUBJECT AREAS]
English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health and Life Skills
Art and Music
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

English Language Arts

View the English language arts subject page at http://education.alberta.ca/teachers/program/english.aspx

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with diverse audiences and in a range of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

The following learning outcomes are selected from the Grade 5 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- use appropriate prior knowledge and experiences to make sense of new ideas and information
- reflect on areas of personal accomplishment, and set personal goals to improve language learning and use

- seek the viewpoints of others to build on personal responses and understanding
- use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts

Comprehend and respond personally and critically to oral, print and other media texts

- describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information
- use the meanings of familiar words to predict the meanings of unfamiliar words in context
- integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context
- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
- identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved
- use own experience as a starting point and source of information for fictional oral, print and other media texts

Manage ideas and information

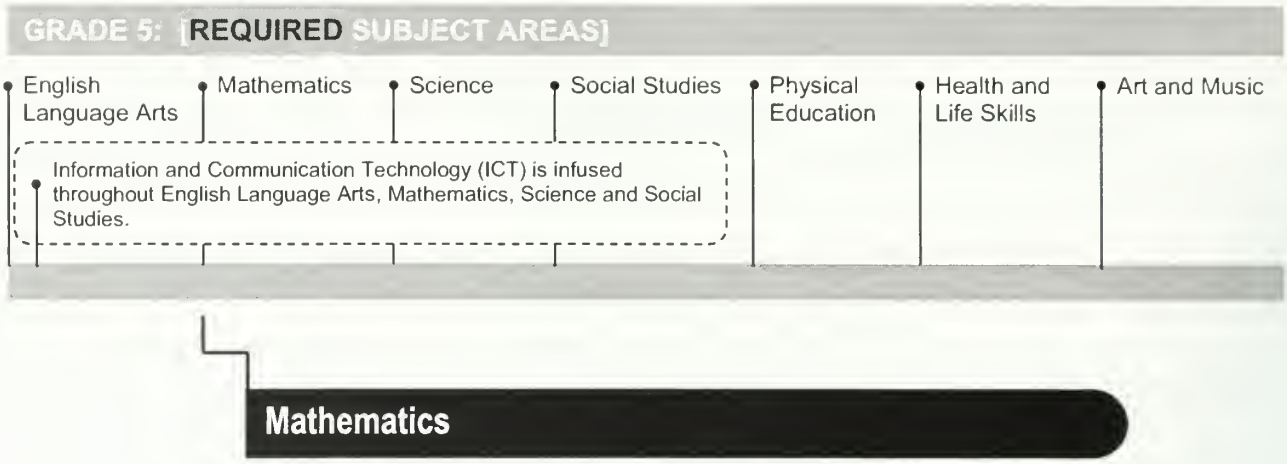
- summarize important ideas in oral, print and other media texts and express opinions about them
- identify categories of information related to particular topics, and ask questions related to each category
- skim, scan and listen for key words and phrases
- record ideas and information in relevant categories, according to a research plan
- select visuals, print and/or other media to inform and engage the audience
- assess personal research skills, using pre-established criteria

Enhance the clarity and artistry of communication

- revise to add and organize details that support and clarify intended meaning
- write legibly, using a style that is consistent in alignment, shape and slant
- apply word processing skills, and use publishing programs to organize information
- identify past, present and future verb tenses, and use in sentences
- use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing
- organize ideas and information in presentations to maintain a clear focus and engage the audience
- use effective openings and closings that attract and sustain reader or audience interest
- identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter

Respect, support and collaborate with others

- identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities
- determine and use language appropriate to the context of specific situations
- accept and take responsibility for fulfilling own role as a group member
- contribute ideas to help solve problems, and listen and respond constructively
- show appreciation for the contributions of others, and offer constructive feedback to group members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English Language Arts
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Mathematics

View the mathematics subject page at http://education.alberta.ca/teachers/program/math.aspx

The main goals of mathematics education are to prepare students to:

- use mathematics to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- make connections between mathematics and its applications
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students who have met these goals will:

- gain understanding and appreciation of the contributions of mathematics as a science, philosophy and art
- exhibit a positive attitude toward mathematics
- engage and persevere in mathematical tasks and projects
- contribute to mathematical discussions
- take risks in performing mathematical tasks
- exhibit curiosity.

The following learning outcomes are selected from the Grade 5 Mathematics Program of Studies.

Number

- represent and describe whole numbers to 1 000 000
- demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems
- demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems

- relate decimals to fractions and fractions to decimals (to thousandths)
- demonstrate an understanding of addition and subtraction of decimals (limited to thousandths)

Patterns and Relations

- determine the pattern rule to make predictions about subsequent elements
- express a given problem as an equation in which a letter variable is used to represent an unknown number (limited to whole numbers)
- solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions

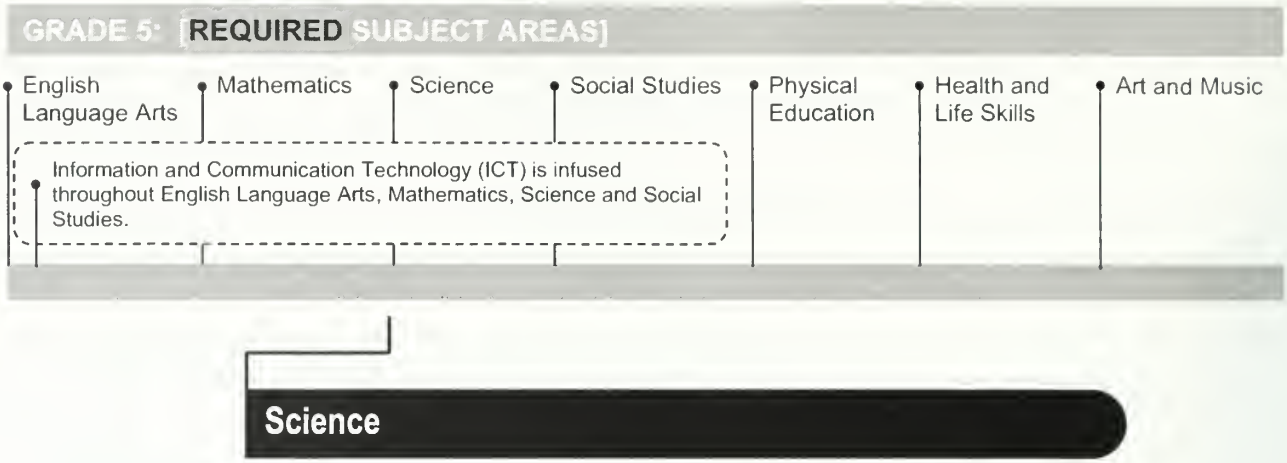
Shape and Space

- design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations
- demonstrate an understanding of volume by:
  - selecting and justifying referents for cm^3 or m^3 units
  - estimating volume, using referents for cm^3 or m^3
  - measuring and recording volume (cm^3 or m^3)
  - constructing right rectangular prisms for a given volume
- identify and sort quadrilaterals, including:
  - rectangles
  - squares
  - trapezoids
  - parallelograms
  - rhombuses

  according to their attributes
- perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image

Statistics and Probability

- differentiate between first-hand and second-hand data
- construct and interpret double bar graphs to draw conclusions
- compare the likelihood of two possible outcomes occurring, using words such as:
  - less likely
  - equally likely
  - more likely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Science

View the science subject page at http://education.alberta.ca/teachers/program/science.aspx

View science digital resources on the LearnAlberta.ca Web site at http://learnalberta.ca

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

The following learning outcomes are selected from the Grade 5 Science Program of Studies.

Electricity and Magnetism

- demonstrate safe methods for the study of magnetism and electricity
- demonstrate how electricity and magnetism are related
- demonstrate that a continuous loop of conducting material is needed for current to flow in a circuit

Mechanisms Using Electricity

- construct simple circuits
- apply an understanding of circuits to the construction and control of motorized devices

Classroom Chemistry

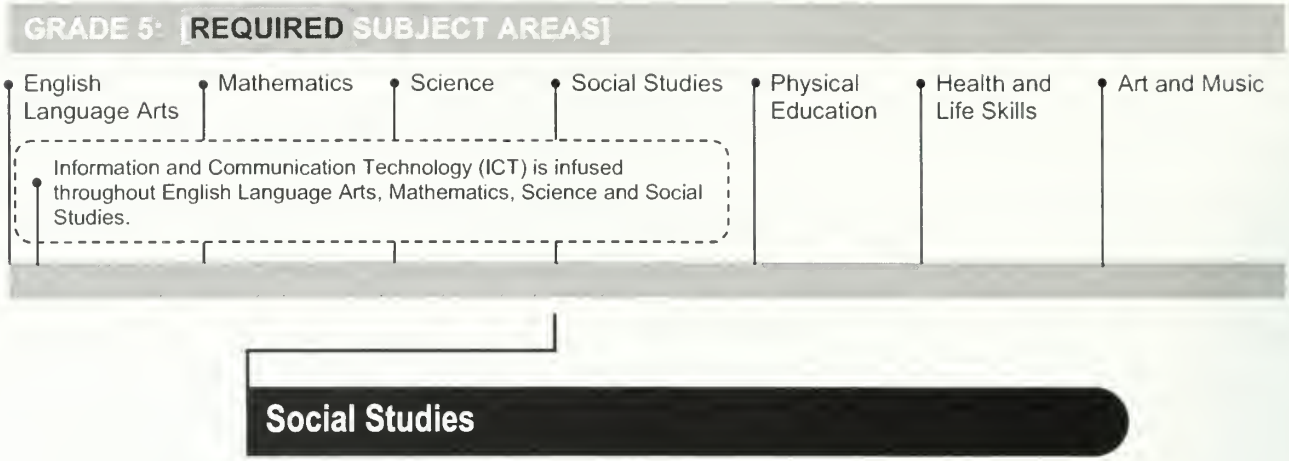
- learn that when two materials react to form a new material, the original materials cannot be recovered
- discover that when a solid material dissolves, it can be recovered as a crystal by evaporating the liquid
- describe the properties and interactions of various household liquids and solids, and interpret their interactions

Weather Watch

- observe, describe and interpret weather phenomena
- relate weather to the heating and cooling of Earth's surface
- investigate relationships between weather phenomena and human activity

Wetland Ecosystems

- learn, through observation and research, about the interactions among wetland organisms and about the role of each organism as part of a food web
- describe the living and nonliving components of a wetland ecosystem and the interactions within and among them


GRADE 5: [REQUIRED SUBJECT AREAS]
English Language Arts
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Science
Social Studies
Physical Education
Health and Life Skills
Art and Music
Information and Communication Technology (ICT) is infused throughout English Language Arts, Mathematics, Science and Social Studies.

Social Studies

View the social studies subject page at http://education.alberta.ca/teachers/program/socialstudies.aspx

The aim of the social studies program is to promote a sense of belonging and aeeeptanee in students as they engage in aetive and responsible eitizenship. At the heart of Alberta's social studies program are eoncepts of eitizenship and identity in the Canadian eontext. It also ineludes multiple perspeetives, ineluding Aboriginal and Franeophone, that eontribute to Canada's identity. The program also has a foeus on Canadian and Alberta history.

Grade 5 students will be provided with opportunities to explore how the diversity of stories and experienees, and the vastness of Canada, affeet eitizenship and identity in the Canadian eontext.

Grade 5 students will examine how the ways of life of peoples in Canada are integral to Canadian eulture and identity. They will explore the geographie vastness of Canada and the relationships between the land, plaees and people. As they refleet upon the stories of diverse Aboriginal, Freneh, British and immigrant experienees in Canada over time, students will develop a sense of plaee and an awareness of how these multiple stories eontribute to students' sense of eitizenship and identity.

In a Catholie sehool, students are invited to eonsider how issues of social justiee, the eontribution of the Chureh to eommunity (loeally and globally), and Chureh teaehing ean be integrated appropriately into the soeial studies eurrieulum.

The following learning outcomes are selected from the Grade 5 Social Studies Program of Studies.

Physical Geography of Canada

Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

Values and Attitudes

Students will value Canada's physical geography and natural environment:

- appreciate the variety and abundance of natural resources in Canada
- demonstrate care and concern for the environment through their choices and actions

Knowledge and Understanding

Students will examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:

- How do landforms, bodies of water and natural resources affect the quality of life in Canada?
- How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment?

Students will analyze how people in Canada interact with the environment by exploring and reflecting upon the following questions and issues:

- In what ways do natural resources and the physical geography of a region determine the establishment of communities?

Histories and Stories of Ways of Life in Canada

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada's history and contemporary society.

Values and Attitudes

Students will appreciate the complexity of identity in the Canadian context:

- recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity

Knowledge and Understanding

Students will examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)?

Students will examine, critically, ways of life of the fur traders by exploring and reflecting upon the following questions and issues:

- How are the stories of the Métis people, their culture and heritage rooted in the fur trade?
- What were the main languages spoken by fur traders and their families in the fur trade forts?

Students will examine, critically, ways of life of the United Empire Loyalists by exploring and reflecting upon the following questions and issues:

- What do stories of the United Empire Loyalists tell us about British culture and presence in Canada?

Students will examine, critically, how European immigrants shaped ways of life in western Canada by exploring and reflecting upon the following questions and issues:

- What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada?

Canada: Shaping an Identity

Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Values and Attitudes

Students will appreciate how changes impact citizenship and identity:

- recognize how economic and political changes impact ways of life of citizens

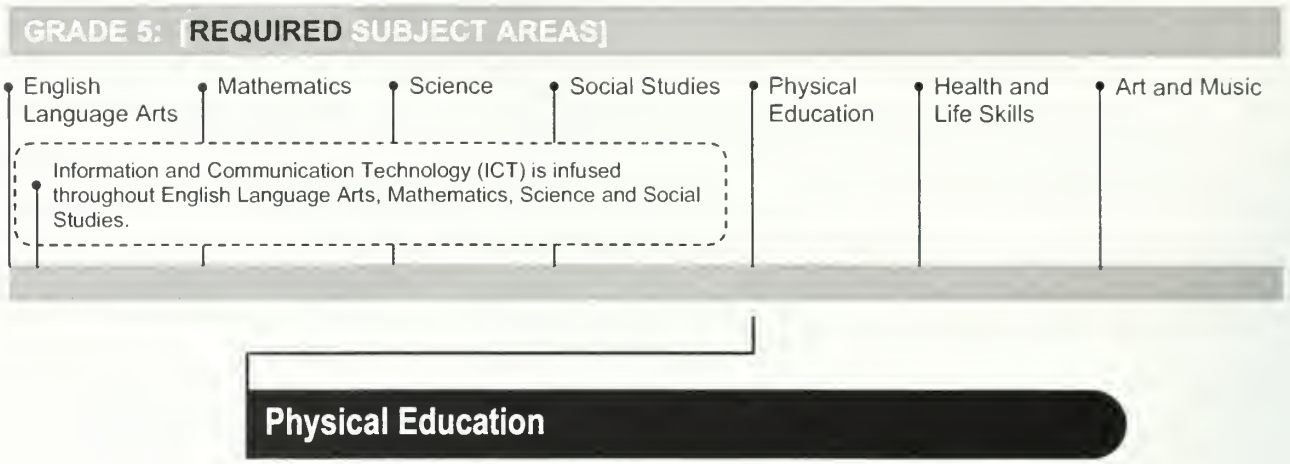
Knowledge and Understanding

Students will assess, critically, the changes that occurred in Canada immediately following Confederation by exploring and reflecting upon the following questions and issues:

- How did John A. Macdonald and George-Etienne Cartier contribute as partners of Confederation?

Students will assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the following questions and issues:

- How did Lester B. Pearson's initiative within the United Nations contribute to Canada's identity as a peacekeeping country?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Physical Education

View the physical education subject page at http://education.alberta.ca/teachers/program/pe.aspx

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

General Outcome A: Activity

Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.

- Basic Skills; Locomotor; Nonlocomotor; Manipulative
- Application of Basic Skills in an Alternative Environment, Dance, Games, Types of Gymnastics, Individual Activities

General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.

General Outcome B: Benefits Health

Students will understand, experience and appreciate the health benefits that result from physical activity.

- Functional Fitness
- Body Image
- Well-being

General Outcome C: Cooperation

Students will interact positively with others.

- Communication
- Fair Play
- Leadership
- Teamwork

General Outcome D: Do it Daily ... for Life!

Students will assume responsibility to lead an active way of life.

- Effort
- Safety
- Goal Setting/Personal Challenge
- Active Living in the Community

Exemptions from Physical Education

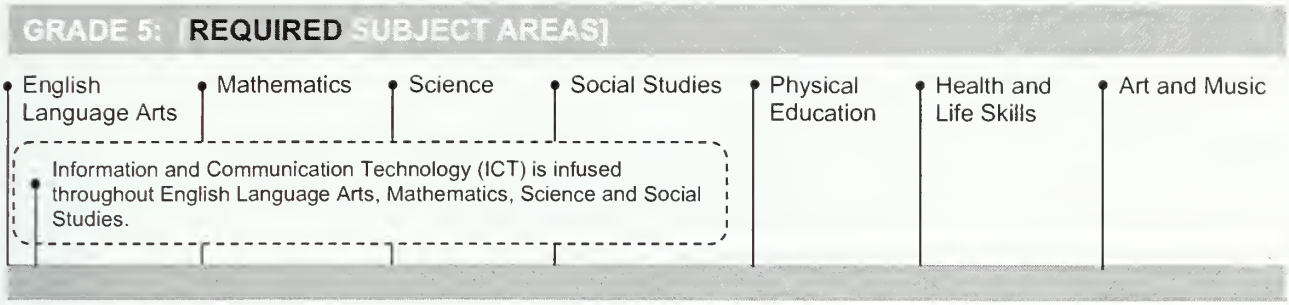
Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://education.alberta.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:

- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.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Health and Life Skills

View the health and life skills subject page at http://education.alberta.ca/teachers/program/health.aspx

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

Wellness Choices

Students will make responsible and informed choices to maintain health and promote safety for self and others.

- Personal health
- Safety and responsibility

Relationship Choices

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- Understanding and expressing feelings
- Interactions
- Group roles and processes

Life Learning Choices

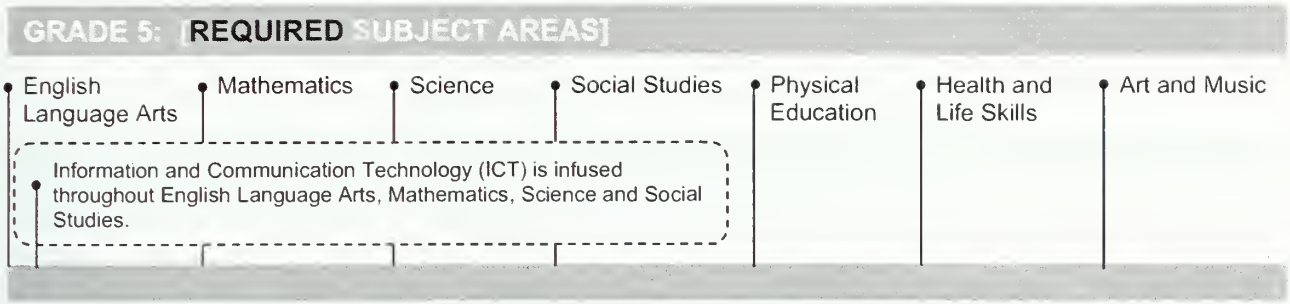
Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

- Learning strategies
- Life roles and career development
- Volunteerism

Human Sexuality Education

Human sexuality education emphasizes the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision making. Learning outcomes are addressed within the context of Catholic teaching.

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.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Art and Music

View the fine arts subject page at http://education.alberta.ca/teachers/program/finearts.aspx

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

The following learning outcomes are selected from the Grade 5 Art Program of Studies.

- study and analyze the individual character of natural objects or forms
- impose standards on designed objects and invent improved versions
- modify forms by abstraction, distortion and other transformations

- perfect images through economical use of material and efficiency of effort
- express a feeling or a message
- use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

The following learning outcomes are selected from the Grade 5 Music Program of Studies.

- understand that rhythm is created by combining beat, tempo, patterns, metre and duration
- understand that a melody is changed when its rhythm is changed
- understand that the notes of a chord may be performed to accompany a melody
- match names, sounds and pictures of many instruments
- extend vocal development to include phrasing, enunciation and expression
- develop ability to read parts while singing; e.g., soprano, alto

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

GRADE 5: [OPTIONAL SUBJECT AREAS]

- Drama
- Languages

Drama

View the drama subject page at http://education.alberta.ca/teachers/program/finearts.aspx

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

Languages

http://education.alberta.ca/teachers/resources/learnlang/educators/toolkit.aspx

A variety of courses in languages are available throughout Alberta. These courses include First Nations, Métis and Inuit languages, French and International languages.

Alberta Education has approved numerous provincial language programs of study. As well, school authorities may develop and implement locally developed language courses to meet their needs.

FIRST NATIONS, MÉTIS AND INUIT LANGUAGES

Blackfoot and Cree Language and Culture

http://education.alberta.ca/teachers/program/fnmi.aspx

Blackfoot and Cree language and culture programs are designed to enable students to learn their respective languages and to increase awareness of their cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

Blackfoot

- acquire basic communication skills in the Blackfoot language
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot language

Cree

- use Cree in a variety of community and school situations and for a variety of purposes
- be effective, competent and comfortable as Cree speakers (*Okiskinamawâkanak ka nihtâ nehiyawewak*)

- live *(wa)wētina(hk)* (peaeefully) with Mother Earth, others and themselves, guided by *Ômâmawi Ohtâwîmâw* (the Creator)
- know and use various strategies to maximize the effeetiveness of learning and communication

FRENCH

French Immersion Program

http://education.alberta.ca/parents/educationsys/frenchlanguage/immersion.aspx

In Alberta, many students have the opportunity to study in a Freneh immersion program. This program, designed for non-Freneh speaking students, offers an effeetive way for students to become funetionally fluent in French while aehieving all of the learning outeomes of the regular programs of study. Graduates from Freneh immersion programs aehieve a level of fluency in the target language that allows them to pursue their post-seeondary studies in Freneh or to aeeept employment in a workplaee where Freneh is the main language of eommunieation.

There are many delivery models for Freneh immersion present in Alberta sehools.

- Early immersion—students begin their immersion experienee in Kindergarten and eontinue in the program to Grade 12.
- Late immersion—the entry point is typieally Grade 7.

Courses offered in the Freneh language have as their basis a Freneh version of the English language programs of study, which is identieal or eomparable to the one used in the English language programs. However, a program of studies speeifie to Freneh immersion students was devehowever for the learning/teaehing of Freneh language arts. Some of the main Freneh language arts learning outeomes are presented in the following section, Freneh Language Arts.

A resouree that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purehase from the LRC.

French Language Arts

http://education.alberta.ca/francais/teachers/progres/core/fla.aspx

In Division 2, the Freneh language arts program of studies is intended to build on the skills aequired in the earlier grades, ineluding voeabulary and sentenee strueture enriehment, to enable students to engage more aetively with their environment. The program of studies also targets the development of the students' ability to plan and monitor their communieation projeets, whether they are working individually or with elassroom partners. Students also learn to respeet the basie rules of language in the oral diseussions that take plaee in the elassroom as well as in their writing projeets.

In **oral comprehension**, students learn to pay particular attention to the organization of a message (text structure) and cues provided by the speaker (key words, connectives) to construct the meaning of the message and react to it.

In **reading comprehension**, students develop their ability to read longer, more complex texts. They learn to use a variety of tools to effectively solve difficulties they encounter in their reading.

In **oral production**, students learn the vocabulary and sentence structure that will enable them to express themselves in various contexts. They also develop the ability to plan group projects and to interact effectively with their peers.

In **writing**, students gradually learn to organize and express their ideas clearly, while still respecting spelling rules. They also learn to edit their texts using a checklist.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 5, learning occurs primarily:

In **oral comprehension** through:

- listening to texts from various subject areas
- listening to short stories or chapters from novels
- listening to audiotapes
- viewing audiovisual materials

In Grade 5, students will learn to use new cues to direct their listening. They will also pay particular attention to the organization of information.

In **reading comprehension**:

Teachers will select 450 to 600 word texts of everyday life, or longer for narrative texts.

To develop their reading strategies, students learn to use various cues to direct their reading or identify a resource and take into account the organization of the information to establish links between sentences and paragraphs.

In **oral production**:

Presentations and discussions should be well structured, with emphasis on:

- the correct use of certain expressions and rules of agreement
- follow-up for the presentation.

Emphasis on teamwork (interactive situations) enables students to continue developing certain skills required for interacting with their peers. They independently undertake work that was previously done with the teacher's help. This includes operational rules of group work such as the roles and responsibilities of each person and their right to speak.

In **writing**:

Students learn to write texts consisting of a few paragraphs that present and develop a given topic. They also learn to write short stories with brief character descriptions.

The main purpose of these learning activities is to enable students to integrate the basic elements of the written language:

- the choice and organization of ideas
- the organization of sentences
- the choice of verb tense and the agreement of subject and verb in the past continuous [*l'imparfait*] and immediate future [*futur proche*] tenses
- agreement of common nouns and adjectives
- spelling.

French as a Second Language

http://education.alberta.ca/francais/teachers/progres/compl/fsl.aspx

In Alberta, the French as a Second Language (FSL) Nine-year Program is a course sequence in which the French language is taught as a subject. The goal of the course is to develop students' communication skills in French and acquire an appreciation and understanding of Francophone cultures in Alberta, Canada and the world.

Grade 5 is designed so that students integrate the knowledge and skills they acquired in grade 4, while expanding their language use so they can:

- understand and communicate, mostly by oral means, basic information related to their school, domestic and wild animals, everyday clothing, their home, *Le Festival du Voyageur* (Manitoba Francophone winter festival) and certain holidays and celebrations
- gain language knowledge needed to understand and communicate messages for the above themes

- seek out information about Francophone cultures from authentic sources
- develop and use language learning strategies that will help them improve their learning of French.

INTERNATIONAL LANGUAGES

Bilingual Programs

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

Students in a bilingual program follow a language arts course in the target language (e.g., Spanish, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use the target language confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the target language for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Alberta Education offers the following provincial courses for bilingual program students:

- Chinese (Mandarin) Language Arts
- German Language Arts
- Spanish Language Arts
- Ukrainian Language Arts

Language and Culture Programs

Students in a language and culture course study the target language (e.g., Ukrainian, German) as a subject area. Language and culture programs are designed to develop language and cultural skills.

Alberta Education offers provincially developed language and culture programs for Grade 4 students. At the elementary level in international languages, there are course entry points at Grade 1 and at Grade 4.

Students will:

- use the international language they study in a variety of situations for a variety of purposes
- use the international language effectively and competently
- acquire the knowledge, skills and attitudes to become effective global citizens
- know and use strategies to maximize the effectiveness of learning and communication.

Alberta Education offers the following language and culture programs:

- Chinese Language and Culture
- German Language and Culture
- Italian Language and Culture
- Japanese Language and Culture
- Punjabi Language and Culture
- Spanish Language and Culture
- Ukrainian Language and Culture

Italian Language and Culture (Twelve-year Program) is the only provincial course sequence that begins at Grade 1 and extends through to Grade 12.

LOCALLY DEVELOPED LANGUAGE COURSES

If there are no available provincial programs of study, school authorities may develop their own language course series. Currently, a variety of languages, e.g., Arabic, American Sign Language (ASL), Hebrew, Polish and Russian, are offered as local courses. Locally developed First Nations, Métis and Inuit language and culture courses may also be available to meet the needs of students in local or First Nations schools.

For more information on second language instruction offered in your area, please contact your local school board.

Commonly Accessed Web Links

Alberta Regional Professional Development Consortia
http://www.arpdc.ab.ca

Alberta School Boards Association School Fee Advisory
http://www.asba.ab.ca/services/policy-ad-fees07.asp

Alberta School Council Resource Manual
http://education.alberta.ca/media/464094/scm.pdf

Alberta School Councils' Association (ASCA)
http://www.albertaschoolcouncils.ca

Assessing Student Achievement
http://education.alberta.ca/admin/testing/achievement.aspx

Daily Physical Activity
http://education.alberta.ca/teachers/resources/dpa.aspx

Digital Resources to Support Curriculum Outcomes
http://learnalberta.ca

Grade Level of Achievement (GLA)
http://education.alberta.ca/media/938683/09002abedglabrocv2.pdf

Handbook for Aboriginal Parents of Children with Special Needs (2000)
http://education.alberta.ca/media/308566/aboriginalparenthandbook.pdf

Learning Resources Centre (LRC)
http://lrc.education.gov.ab.ca/pro/default.html

The Learning Team: A Handbook for Parents of Children with Special Needs (2003)
http://education.alberta.ca/admin/special/resources/learningteam.aspx

Our Treasured Children
http://lrc.education.gov.ab.ca/pro/resources/item.htm?item-no=415712

Provincial Achievement Tests
http://education.alberta.ca/admin/testing/achievement.aspx

Public Health Agency of Canada
http://www.phac-aspc.gc.ca/pau-uap/paguide/

School Act
http://www.qp.alberta.ca/574.cfm?page=s03.cfm&leg_type=Acts&isbncln=9780779733941

School of choice information
http://education.alberta.ca/parents/choice.aspx

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Questionnaire

Please help us to improve this document by taking a few minutes to answer these short questions.

Circle the phrase that best completes the sentence.

1. I found the information provided about the specific subject areas was (too specific/just right/ too general).
2. I found the web links within the document were (useful/not required/problematic).
3. I found that the contact information provided was (useful/not necessary).
4. I found that the *Commonly Accessed Web Links* page was (useful/not necessary).

Do you agree or disagree with the following statements?

1. I believe that the information provided in this document will help me to discuss my child's education with teachers and school administration. (agree/disagree)
2. I was able to locate the information I needed easily. (agree/disagree)
3. This document helped me to locate other online documents and information. (agree/disagree)

Please tell us more . . .

I felt that there was enough information in this document about _____

but, I thought that there could have been more information in this document about _____

_____.

I felt that this document was missing information about _____.

Thank you for sharing.

Please send your response to:

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